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Table Talk

Volume 2, Issue 2

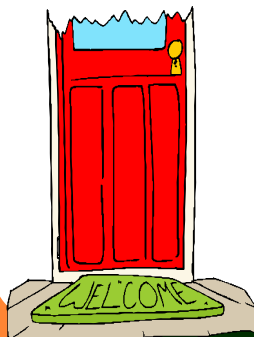
Fall 2006

"Children need your presence more than your presents." ~ Jesse Jackson

Follow the Rainbow to Good Health!

According to the Centers for Disease Control & Prevention, three-quarters of Americans don't eat enough fruits and vegetables. Eating fiber-rich fruits and veggies is critical to lowering the risk of chronic disease and obesity. It's important to get children on the right dietary track. Introduce new food items and remember it may take 8-10 tries before children will accept a new food. Phytochemicals, the micronutrients linked to health benefits, give fruit and veggies color. To be sure you're getting the right balance of nutrients, choose one from each group every day.

COLOR	WHY THEY'RE GOOD	CLASSICS	SOMETHING NEW
BLUE-PURPLE	Regulates blood pressure, contains anti-oxidants	Blueberries, eggplant, red grapes, raisins, plums, red cabbage	Purple potatoes, purple carrots, purple peppers
GREEN	Maintain strong bones and teeth, protect eyes	Green grapes, honeydew melon, broccoli, peas, spinach	Snow peas, kiwi, broccoli rabe
WHITE	Lower cholesterol, lower risk of some cancers	Cauliflower, garlic, onions, potatoes, mushrooms, bananas	White peaches, jicama, kohlrabi
YELLOW-ORANGE	Boost immune system, maintain good vision, fortify bones	Cantaloupe, oranges, bell peppers, carrots, sweet potatoes	Mangoes, papayas, butternut squash, yellow potatoes
RED	Maintain heart health, lower skin cancer risk, boost memory	Raspberries, strawberries, red peppers, tomatoes, red apples, cranberries	Beets, red pears, pomegranates, blood oranges



Another new face at ADE!

CACFP is pleased to welcome a new education program specialist to the Phoenix office. Michael Flores comes to us from the Office of Child Care Administration at the Arizona Department of Economic Security, where he worked for 26 years. He is a graduate of Ottawa University with a degree in Human Services. He is a single parent with a son and daughter and enjoys traveling. **Welcome Michael!!**

Fresh Produce

With the recent outbreak of foodborne illness linked to raw produce, it might be a good time to review some tips for safe handling of these items.

Buying Tips

Purchase produce that is not bruised or damaged; choose freshly cut produce (half a melon or a bagged salad) that is refrigerated or surrounded by ice; bag fresh produce separately from meat, poultry and seafood when leaving the store.

Storage Tips

Store perishable fresh and pre-cut or peeled produce in a clean refrigerator at 40° F or below.

Preparation Tips

Cut away damaged or bruised areas; thoroughly wash all produce, even if you plan to peel it, under running water; scrub firm produce, such as melons and cucumbers, with a clean produce brush; using soap, detergent or commercial produce washes is not recommended; dry produce with a clean cloth or paper towel.

Separate for Safety

Keep produce that will be eaten raw separate from foods such as raw meat, poultry or seafood; wash cutting boards, dishes, utensils and counter tops with hot, soapy water between preparation of raw meat, poultry and seafood and preparation of produce that will not be cooked.

Increasing Language Readiness in Preschools

Last issue, we discussed how the level of reading awareness that children experience prior to entering formal education (i.e. kindergarten) is tied to reading success and school readiness. Current research recommends a “reading readiness” agenda that addresses the child’s oral language skills, phonological awareness, knowledge of narrative, book sense and print awareness.

Implementing reading readiness strategies may be easier than it sounds. In fact, many preschool teachers may already implement some of the strategies as part of their normal daily routine. Preschool teachers should not try to replicate the formal reading instruction provided in schools; rather, help children develop the basic knowledge, interest, and understandings that will allow them to flourish once it is time for formal reading instruction.

The first task is to know what reading behaviors preschool children should be able to accomplish. Skim through the resources below for goals and objectives for appropriate age levels. *Starting Out Right* lists reading goals online for free at <http://fermat.nap.edu/html/sor/>. Once those behaviors are determined, here are some of the key strategies:

1. Read aloud to children often and make it part of the daily class routine. Teachers should model reading and thinking behaviors. Have children talk about the book. Read many kinds of books and reread favorites such as alphabet books, nursery rhymes, picture books and fables. Repetitious story and pattern books allow children to “read along” and enjoy the story. Try to connect the storybook to real life experiences.
2. Get children involved by practicing talking and listening skills. One of the biggest things that teachers can help young children develop are their thinking skills by asking open-ended questions; such as, why, how, and what-if? Engage children in conversation throughout the day. Provide a good language model. For example, when a child points his finger and says, “Dat”, the teacher should respond with, “Do you want the red ball?” or “Tell me what you want in words.”
3. Help preschool children begin to recognize some printed alphabet letters and words. Have the child’s initial letter of their last name on printed signs and labels as a strategy for letter recognition. Write, display, and point out the child’s name often. Help children identify common words (mom, dad, zoo, “Stop” like on a stop sign or words on a favorite tee-shirt).

Burns, M.S., P. Griffin, and C. Snow (Eds.) (1999). *Starting Out Right: A Guide to Promoting Children’s Reading Success*. Washington, D.C.: National Academy Press.

Snow, C.E., M.S. Burns, and P. Griffin (Eds.) (1998). *Preventing Reading Difficulties in Young Children*. Washington, D.C.: National Academy Press

U.S. Department of Education and U.S. Department of Health and Human Services, Early Childhood-Head Start Task Force, *Teaching Our Youngest*, Washington, D.C., 2002.

Which has the most protein?

- | | |
|--------------------------|-----------------------|
| 1) 3.5 oz chicken breast | 3) 1 cup non-fat milk |
| 2) 1 cup Cheerios | 4) 1 cup pinto beans |

Protein is a major nutrient essential for healthy growth and development. Of the choices listed above, the chicken breast has the most protein, 30 grams (g). The pinto beans take second place with 14 g, the non-fat milk is third with 8.4 g followed by the Cheerios with 3.3 g. Protein is found not only in meat, seafood, eggs and dairy, but also in grain products, beans, legumes and nuts. Beans, legumes and grains are good sources of protein with less fat than that found in other sources.

Menu Award

Do you offer great meals to the children at your center?

We will be looking for outstanding menus during

FY2007 evaluations. When we find menus that meet our criteria, we will grant an Outstanding Menu Award on the spot. These centers will also be recognized in upcoming issues of Table Talk. So, if you are interested in winning one of these awards, take a look at some of the menu makeover suggestions in the Spring 2006 issue of Table Talk.



Are you ready for your CACFP Evaluation?

Is your center due for an evaluation this year? If so, review the following checklist to prepare for the visit from your Specialist. Even if a review is not due, be sure you are ready for an **unannounced visit!**

- **Income Eligibility Affidavit (IEA):** Is a complete and up-to-date IEA on file for each child claimed in the free or reduced categories?
- **Weekly Attendance Meal Record (WAMR):** Is the WAMR completed at point of service for meal counts? Is it up to date and accurate?
- **Sign in/out records:** Are daily sign in/out records maintained?
- **Menus:** Are menus posted for parents to view? Do they contain creditable meals? Are substitutions noted? Is there a juice disclaimer?
- **Production Worksheets:** If these are required at your center, are they complete and accurate? Do they reflect adequate amounts of food prepared based on the number of children in attendance?
- **Receipts:** Are all receipts for food and CACFP supplies maintained? Are any non-CACFP items deducted? Are bills/statements available for rent/mortgage, communications/utilities and contracted services?
- **Sponsors of multiple sites:** Are training and monitoring records available? Has a 5-day reconciliation been conducted as part of monitoring visits?

In preparing for your review, list any questions or concerns you may have so these can be discussed with your Specialist.



Compliance Concerns

TIME DISTRIBUTION REPORTS

Time distribution reports will continue to be required this year. According to FNS 796-2 rev. 3, every person who performs CACFP-related duties **MUST** complete a time distribution report. These should be completed by the employee on a daily basis and the director/owner should sign off at the end of the month. The purpose of these reports is to ensure that CACFP hours are properly accounted for. This form is available at www.ade.az.gov/health-safety/cnp/cacfp/Forms/FY2006.



WEEKLY ATTENDANCE MEAL RECORD

Effective FY2007 all centers must use the Weekly Attendance Meal Record (WAMR). This must be used even if your center uses a computer-generated meal count program and even if your center claims only two meals and a snack or two snacks and a meal. The WAMR must be kept on file with other CACFP monthly records and be made available for review at your evaluation. The form may be accessed at our website www.ade.az.gov/health-safety/cnp/cacfp/Forms/FY2007. If you have questions about the WAMR, please contact your Specialist.

Healthy Habits 101

Interested in learning about nutrition and how it impacts your health?

ADE is offering two, three-hour nutrition education classes. The classes are free and are directed toward center staff, parents and anyone who wants to learn more about nutrition. The first session will cover basic nutrition topics such as trans fats, calcium, whole grains and the food guide pyramid. The second session will focus on food labels, portion control, fast food, metabolism and daily caloric needs. These sessions are designed for those wanting to learn more about healthy habits; CACFP related topics will not be covered. Register at www.ade.az.gov/onlineregistration.

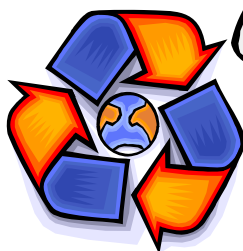
Safety Stuff

Not all plastics are created equal when it comes to storing foods. Plastic is the most widely used material in the United States and is used in packages for food items, water, beverages and oils. Some types of plastics may leach health-threatening chemicals into the foods and beverages they contain. When you are looking for food storage containers, how can you be sure you are choosing types that are safe?

One way is to look for the recycling code number on the bottom. The following have been found to be safer for storage of food and beverages:

- #1 (PETE: polyethylene terephthalate)
- #2 (HDPE: high-density polyethylene)
- #4 (LDPE: low-density polyethylene)
- #5 (PP: polypropylene)

For more information, visit www.thegreenguide.com



Certified Food Safety Manager Exam

The next class and exam will take place January 30 and 31, 2007

Register online at:

www.ade.az.gov/onlineregistration



Did you know there is evidence indicating that the natives of Mexico were eating squash as early as 5500 BC? The Butternut squash (known in Australia as Butternut pumpkin) comes from the gourd family, which is native to the Western Hemisphere.

There are two kinds of squash: summer and winter. Butternut squash is a winter squash, available in early fall through winter. It grows on a vine and has a vase-like shape with a hard, thick skin ranging in color from yellow to light tan. It varies in size from 8 to 12 inches long, 3 to 5 inches wide and weighs 2 to 5 pounds. Inside, the flesh is fine-textured, deep orange with a sweet, nutty flavor similar to pumpkin or sweet potato. When ripe, it turns increasingly deep orange and becomes sweeter.

Store Butternut in a cool dry place for up to a month. If the squash has been cut into pieces, wrap in plastic wrap and refrigerate up to 5 days. Butternut squash can be roasted or puréed or mashed into soups, casseroles, breads, and muffins. In South Africa Butternut is used to make a very tasty soup and is also cooked on a barbeque wrapped in foil with spices such as nutmeg and cinnamon.

One cup butternut squash provides 82 calories, <1.0 g fat, 1.8g protein, 20g carbohydrate, 5g fiber, 1.2 mg iron, 22868 IU vitamin A, 31 mg vitamin C, 84 mg calcium, 40 mcg folate and 600 mg potassium

Butternut Squash Fries

1/2 butternut squash Salt

Preheat oven to 425 degrees. Peel and deseed butternut squash. Cut squash in half, then cut into french fry shapes. Place on a cookie sheet sprayed with non-stick spray. Cover lightly with kosher or regular salt. Place tray into preheated oven and bake for 40 minutes or so, flipping halfway through the baking process. Fries are done when they are starting to brown on the edges and get crispy. Serve with ketchup, if desired.

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